

Texas Education Agency  
Standard Application System (SAS)

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here.</small> <div style="text-align: center;"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>              MAY -1 AM 11:55            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>			
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
Schedule #1—General Information				
Part 1: Applicant Information				
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Pioneer Technology & Arts Academy		057850		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
		080012141		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
3200 Oates Drive		Mesquite	TX	75150
Primary Contact				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Shubham		Pandey	Superintendent	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
9723759672	<a href="mailto:shubham@ptaaschool.org">shubham@ptaaschool.org</a>		469-301-2135	
Secondary Contact				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Barbara		Hirsch	Grant Coordinator	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
2103780718	<a href="mailto:Bhirsch40@yahoo.com">Bhirsch40@yahoo.com</a>			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name  
Shubham  
Telephone #  
9723759672

M.I. Last name  
Pandey  
Email address  
[Shubham@ptaaschool.org](mailto:Shubham@ptaaschool.org)

Title  
Superintendent  
FAX #  
4693012135

Date signed

04/27/18

Only the legally responsible party may sign this application.

701-18-111-071

**Schedule #1—General Information**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID:

Amendment # (for amendments only):

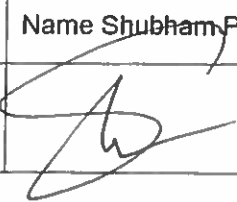
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #057850	Name Shubham Pandey	Telephone number 9723759672	Funding amount \$780,000.00
	County-District Name Pioneer Technology & Arts Academy		Email address shubham@ptaaschool.org	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Pioneer Technology & Arts Academy (PTAA) believes that to create change,, it is necessary to serve its students and families comprehensively; to engage an entire community helps to achieve three goals: it reaches children in numbers significant enough to affect the culture of a community; it transforms the physical and social environments that impact the children's development; and it creates programs at a scale large enough to meet the local needs. PTAA is an open-enrollment charter school that serves a diverse student body of approximately 300 students: Mesquite - 55% Hispanic, 25% African-American and 17% White; Greenville - 39% White and 39% Hispanic, 17% African American. Bilingual/ESL student percentages range from 22% at Mesquite to 19% at Greenville; Special education enrollment percentages are 10% at Mesquite and Greenville. Both campuses have high numbers of target populations:

	Econ. Disadvantaged	At Risk	First Gen. College
PTAA – Mesquite	78%	65%	65%
PTAA – Greenville	51%	33%	50%

PTAA requests funds from the 21st Century Community Learning Center Grant in support of the design and implementation of a comprehensive program designed to meet the academic, social, emotional, and college/career readiness needs of the community by providing opportunities for academic assistance, academic enrichment, family and parental services and engagement, as well as college and career readiness for our students attending high needs, high-poverty campuses.

**Centers:** The two proposed host sites for the ACE programs are 6th – 12th campuses located in Greenville and Mesquite. The sites are clean, safe, ADA accessible and well equipped to serve program needs.

**Student Participation:** PTAA will document serving 380 students with a minimum of 45 days of regular program attendance during the school year and six week **Summer Program:** 200 at Mesquite, 180 at Greenville.

**Sustainability:** PTAA will sustain CCLC programs through: (1) collaborative partnerships; (2) diverse portfolio of funding sources; (3) high-quality programs and proven results; (4) support from school administration; (5) community engagement. Partnerships are essential to long-term sustainability. Some partner organizations act as vendors to the program, while others collaborate in program development and lend the program credibility with funders. The latter type of partner is more valuable in helping to promote sustainability. PTAA began negotiating early on how they could mutually benefit from the partnership. The ability to prove and document the quality of programs is an asset when PTAA seeks support beyond a 21CCLC grant. The required program evaluation provides; proven results that are crucial when marketing a program to funders, demonstrating a program's impact on academic outcomes. Local support is essential to program sustainability. PTAA will hold regular events to encourage parent involvement in the program. PTAA will develop afterschool program activities that raise the public visibility of the program while providing enriching experiences for students; students may plan a community charity walk and write a column in a local newspaper. Community fund-raising events, such as raffles, pancake breakfasts, or bake sales, raise public awareness and help to develop a small pot of flexible funds to support the program.

**Partnerships:** PTAA contacted and in many cases has established a partnership with various community-based organizations (CBO) and businesses to assist the school in providing opportunities for academic enrichment, youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic programs. In Greenville, the organizations include Richland Community College (academic support), Greenville Parks and Recreation (academic enrichment, physical activity, etc.), United Way of Greenville, Hunt County Children's Advocacy Center, as well as various business and industry partners, such as Harditech and Kimley-Horn & Associates. In the Mesquite area, Mesquite partners include Mesquite Parks and Recreation, Eastfield Community College, Dallas Boys & Girls Club, and the Mesquite Public Library system as well as business and industry partners such as Harditech and Kimley-Horn.

**Family Engagement:** Based on Parent Interest Survey data, PTAA will offer family enrichment activities including ESL classes, financial literacy courses, positive parenting courses, opportunities for counseling, GED education, and family nights; college and career readiness activities such as workshops about financial aid, college application process, career tracks, cooking, fitness, first aid/CPR, nutrition, homework assistance and family activities nights.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID:			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$258750	\$	\$258750
Schedule #8	Professional and Contracted Services (6200)	6200	\$222000	\$6000	\$228000
Schedule #9	Supplies and Materials (6300)	6300	\$158000	\$	\$158000
Schedule #10	Other Operating Costs (6400)	6400	\$70000	\$	\$70000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$708750	\$6000	\$714750
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$708750</b>	<b>\$6000</b>	<b>\$714750</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$714750
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$35738
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID:			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$70000
5	Site coordinator (required)	2		\$80000
6	Family engagement specialist (required)	1		\$60000
7	Secretary/administrative assistant		1	\$15000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$225000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$33750
27	Subtotal substitute, extra-duty, benefits costs			\$33750
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$258750</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID:		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Program Evaluation	\$6000
2	Public Library (academic enrichment)	\$30000
3	Boys and Girls Club (academic enrichment)	\$170000
4	Parks and Recreation (Health & Wellness/Academic Enrichment)	\$18000
5	Contracted Food Service (nutritional snacks and refreshments, in accordance with grant requirements)	\$4000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$228000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$228000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$158000
<b>Grand total:</b>		<b>\$158000</b>

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID:		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$40000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$52000
	Remaining 6400—Other operating costs that do not require specific approval:	\$18000
<b>Grand total:</b>		<b>\$70000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID:		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2	Tablets (est quantity)		\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree required, Masters degree in Education or MSW preferred; Extensive experience managing ACE program or similar afterschool programs); Previous experience managing personnel, preferably in an education related setting; Two years' grant management experience preferred.
2.	Site Coordinator(s)	Bachelor's degree (or a combination of relevant experience and education equal to or exceeding five years) required ; At least two years' experience working in an ACE or similar program
3.	Family Engagement Specialist	Bachelor's degree preferred; At least two years' experience working in a positive relationship building capacity with parents and provision of family services.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	By June 2019, 70% of students in the district will Meet Grade Level on STAAR Reading.	1. Collect and analyze 2018 STAAR data	08/01/2018	9/15/2018
		2. Baseline assessments administered to students	10/01/2018	10/31/2018
		3. Disaggregate data	10/15/2018	10/31/2018
		4. Develop & implement strategies in CCLC program	08/01/2018	05/31/2019
		5. Collect and analyze relevant data	08/22/2018	07/31/2019
2.	By June 2019, 70% of students in the district will Meet Grade Level on STAAR Math.	1. Collect and analyze 2018 STAAR data	08/01/2018	9/15/2018
		2. Baseline assessments administered to students	10/01/2018	10/31/2018
		3. Disaggregate data	10/15/2018	10/31/2018
		4. Develop & implement strategies in CCLC program	08/01/2018	05/31/2019
		5. Collect and analyze relevant data	08/22/2018	07/31/2019
3.	By June 2019, Decrease the number of behavioral reports at each campus by 20%	1. Collect and analyze 2018 baseline data	08/01/2018	9/15/2018
		2. Develop & implement CCLC strategies	08/22/2018	7/31/2019
		3. Monitor and track behavioral data for participants	08/22/2018	07/31/2019
		4. Identify and adjust strategies in CCLC	08/22/2018	07/31/2019
		5. Collect and analyze summative data for IP	04/22/2018	07/31/2019
4.	By June 2019, Core course grades for regular participants will be higher than whole school data.	1. Collect and analyze 2018 baseline data	08/01/2018	9/15/2018
		2. Develop & implement CCLC strategies	08/22/2018	7/31/2019
		3. Monitor and track core grades data for participants	08/22/2018	07/31/2019
		4. Identify and adjust strategies in CCLC	08/22/2018	07/31/2019
		5. Collect and analyze summative data	04/22/2018	07/31/2019
5.	By June 2019, 100% of students will report positive feelings about completing high school.	1. Collect and analyze 2018 baseline data (survey)	08/01/2018	9/15/2018
		2. Develop & Implement CCLC strategies	08/22/2018	7/31/2019
		3. Collect formative survey data	08/22/2018	07/31/2019
		4. Adjust strategies in CCLC program	08/22/2018	07/31/2019
		5. Collect data from summative survey	04/22/2018	07/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PTAA worked closely with members of the community to develop the 21st CCLC plan. A needs assessment was conducted online and in open houses with key stakeholders including students, parents and community. Survey results show 30% of students at each campus consider dropping out, and there is a significant need for affordable afterschool programs that offer a variety of activities with flexible hours; most family members work 2-3 jobs. Specific areas of need as identified by both parents and students include: academic enrichment such as reading and STEM to help support student performance, and extracurricular activities to enhance the learning experience and engagement. PTAA developed this proposal based on the five focus areas, developing specific activities based on each need, and creating measurable tools to evaluate whether students and parents are succeeding. PTAA is projecting that 380 students will participate in 45 days of documented attendance afterschool activities in two centers, at PTAA-Greenville and at PTAA-Mesquite campus. Approximately 100 parents will participate in community learning center programs. PTAA will provide 15 hours a week of youth programs during school year, and four to six hours a week of adult programming with flexible hours. Summer activities will also be provided over a six-week period, four to six hours a day. Students will meet for four or more hours a day for academic and enrichment activities and field trips similar to those outlined in this proposal. Reviewing available community resources, PTAA discovered that while a few programs offer afterschool tutorials, few of those tutorials are led by licensed Certified instructors who have received training in educational psychology and various learning theories. Those programs that may offer assistance from licensed instructors may not be accessible or conveniently located. With respect to parental education and family enrichment programs, parents expressed a lack of awareness about such programs in the community, and those of which they were aware offered classes at times and in locations that were not feasible for the parent's schedule. PTAA designed a program that would bring much needed resources to a centralized location for working parents to which parents and students had ready access.

Children in poverty lack the opportunity to develop to their full potential. Inequality disadvantages them in every aspect of their lives: they are less healthy, less educated, and more likely to enter prison than more affluent children. Inequality of this magnitude is creating an economic crisis for the future. With fewer children finishing high school and college, America (Texas) will not have the workforce it needs to compete successfully. Poverty creates a gap in positive childhood outcomes even before a child is born. Poor parents often have a limited education and insufficient access to high- quality medical care, which can affect children in utero. Families lack access not only to good schools and health care, but also to quality child care, banks, jobs, and healthy foods. They frequently pay more for basic goods and services. Under these circumstances, the gravitational pull of negative forces is so strong on already fragile families that only a small fraction of the children in these neighborhoods thrive. Most poor children lack the means to overcome these crushing forces and reach their potential. Instead, they grow up poorly prepared to find good jobs with decent wages as adults, and many fall into substance abuse or end up incarcerated. Their parents work hard, but in minimum-wage jobs without benefits; without a neighborhood supermarket, they buy either overpriced produce or unhealthy but inexpensive meals at McDonald's. Chaotic and depressing environments like these overwhelm most families.

PTAA was founded on the belief that the strength of the community depends on the success of its students. We strongly believe that our comprehensive place-based approach will rebuild the lives of students and parents and transform the neighborhoods dealing with issues like poverty, crime, and poor health. PTAA has a long term commitment to see our students all the way to college graduation. We provide hope every day that change is possible. We track goals every day and collect and review data every day to ensure our students stay on track. This requires an all-encompassing, all-hands-on-deck effort, designed to combat the effects of poverty. The CCLC grant will add to our efforts to help students and their families to break the cycle of generational poverty and increase high school graduates who are college/workforce ready . Aimed at providing comprehensive support to students and their families, this program will expand and support our efforts to address the issues in the Mesquite and Greenville areas. The grant will allow us to serve their needs comprehensively, to shift the culture of the community we serve; it will create coordinated best-practice programs to give families and students support and maximize their outcomes; it will build community among stakeholders to create a positive environment where students can thrive; and it will create a culture of success rooted in passion, accountability, leadership and teamwork

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

PTAA has initiated and maintained communication in Mesquite and Greenville with non-profit Community Based Organizations (CBOs) and businesses to work in partnership to expand the capacity of PTAA's services and to offer new services to targeted students and working families.

In the Greenville area, the organizations include: Richland Community College (academic tutoring services and college awareness, financial aid, dual credit support), Greenville Parks and Recreation (academic enrichment, physical activity, etc.), United Way of Greenville, Hunt County Children's Advocacy Center, as well as various business and industry partners, such as Harditech and Kimley-Horn & Associates for workplace soft skills education and career exploration.

In the Mesquite area, PTAA's proposed partners include Mesquite Parks and Recreation (academic enrichment, physical activity, etc.), Eastfield Community College (academic tutoring services and college awareness, financial aid, dual credit support), Dallas Boys & Girls Club, and the Mesquite Public Library system as well as business and industry partners such as Harditech and Kimley-Horn for workplace soft skills education and career exploration.

In addition, PTAA has contacted United Way of Mesquite, Dallas Makerspace, Mesquite Public Library (afterschool program), Mesquite Social Services (family enrichment) Dallas Boys and Girls Club (tutoring, summer program).

Greenville Parks & Recreation, Dallas Community College (academic enrichment) United Way of Greenville (family enrichment partner) - their mission is to achieve financial stability, improve education, and promote healthier living for all citizens of Hunt County, Hunt County Children's Advocacy Center (family enrichment) - their mission is to restore lives of child abuse and sexual assault victims. They offer classes on bullying and positive parenting, Hope Center volunteers, Community Access - Assistance with SPED population help.

The needs assessment data shows robust needs for students to engage in extracurricular programs, to pursue interests, to strengthen a vision of their college and career goals, and to learn life skills. When PTAA sought out its potential partners for this grant, the most critical component was ensuring that the partner's mission, vision, and already provided services aligned with the needs identified by the population as being most critical to the academic success of students. An additional component considered in selecting potential partners was the partner's ability to identify and address barriers the students and parents might encounter in their lives. Numerous studies have found that there is a high probability for children who experience poverty as children to also experience poverty as adults. (Wagmiller & Adelman, 2009). Program design took into account the social and structural factors that enable poverty to be sustained from generation to generation, such as the systemic barriers that often exist for families trying to transition out of poverty (e.g., the challenge of navigating complex agencies).

A community-based model requires the commitment of community stakeholders, leaders, and residents, as well as PTAA staff. Neighborhood initiatives often need outside partners and outside funding, but above all, they need a deep and widespread trust from the community. PTAA's partnerships with non-profit community-based organizations leverage the CBO's intimate knowledge of the community. This unique understanding enables community-based organizations to recognize the community's evolving needs and to quickly adapt to meet them. Community members generally trust community-based non-profit organizations more than they trust government agencies or bureaucracies. This trust earns the community members' commitment and engagement—critical elements of success. This commitment ensures the sustainability of the program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Academic excellence is a principal goal of PTAA, but high-quality education must include nurturing stable families, supporting youth development, improving health through fitness and nutrition, and cultivating engaged and involved adults and community stakeholders. In order to thrive, even the strongest families need the support of a healthy, flourishing community. At PTAA, we work hard to provide support and services for the healthy flourishing community as well as to provide support and services for the healthy development of all our community's children, but we know that our work will only be truly effective if it is done in the context of building up the entire community. PTAA developed this CCLC program in an effort to provide the above stated supports, and in doing so, meet the following goals:

**Goal 1:** Students who participate in a minimum of 45 days of documented CCLC program attendance will improve their academic achievement.

- Objective 1A: The average daily attendance, grades and school behavior for students who participate in the program for a minimum of 45 days will demonstrate improvement greater than the whole school data for the same indicators.
- Objective 1B: Students involved in tutoring activities for a minimum of 45 days will demonstrate academic improvement ( meet grade level in math and reading on standardized instruments such as the ITBS, STAAR, and MAP as a pre/post measurement).

Rationale: The program will be designed to provide engaging, active opportunities for students to learn the content through application and creations as well as provide a more personalized setting to better provide individual attention to students based on their needs. In doing so, the program will better be able to address the lagging academic, emotional, and social skills of the students, which will equip them with the resources they need to be successful within the school day, leading to more engagement in classes, better student retention, better grades, and fewer disruptions.

**Goal 2:** The community learning centers programs will improve student attitudes and lower their risk for substance abuse and involvement with the juvenile justice system. Programs such as violence/substance abuse prevention, conflict resolution, and academic enrichment will be provided.

**Goal 3:** Social-emotional mentors for students will support them in attaining more positive, robust social, emotional, intellectual, and coping skills.

Rationale: The community learning center will provide students with active and engaging opportunities for fun in an supervised environment. Enrichment activities developed on drug and violence prevention, as well as conflict resolution skills will be provided. Students will be afforded regular opportunities to practice these skills as well, creating habit patterns for students in everyday life. When students have the opportunities to engage in a network of caring individuals who are invested in their well being, they are more likely to integrate positive feelings of self esteem and self control, when trying to achieve their goals.(Becker & Luther ,2010))

**Goal 4:** Parents and other adults will have opportunities to obtain new academic, life, and language skills.

- Objective 1A: Approximately 100 adults will participate in financial management, technology classes, and other adult community programs. Approximately 75% of participants will demonstrate proficiency on an exit assessment for each course.
- Objective 1B: Of the parents attending parenting education classes, 75% will demonstrate growth on an exit assessment. 90% of parents will express satisfaction on an exit survey.
- Objective 3C: Over 50% of the parents of students who consistently attend the afterschool program will attend a family night.

When the family and community values education, students are more likely to be intrinsically motivated to also complete high school and pursue postsecondary education. Additionally, positive parenting techniques will also foster positive conflict resolution techniques in students.

**Goal 5:** To provide appropriate career mentors for students, helping them obtain advice, guidance, encouragement and support for career plans.

PTAA's core values are based on' graduating college and workforce ready students. The district has partnerships with colleges and universities to offer dual credit and, business and industry to offer paid internships leading to AA degrees and certifications. The academic programming at PTAA is rigorous and created to meet the needs of the 21st century global workforce. The CCLC grant program proposal outlines supports that will enable that goal to be realized through meeting the social and emotional needs of students and families.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The purpose of the 21<sup>st</sup> Century CCLC grant is to provide academic enrichment opportunities during non-school hours for students who attend high-poverty schools. As part of a comprehensive needs assessment that included gathering feedback from parents, students, and community affiliates to determine the high needs program elements, PTAA also conducted an extensive amount of research regarding the best practices of afterschool program design for academic achievement and success of high poverty, at-risk populations. In addition to the criteria listed by TEA, PTAA further defines "at-risk as students who face challenges, including poverty, poor health or nutrition, teen parenthood, homelessness, low self-esteem, drug or alcohol abuse, deficiency in the English language, lack of success in school, loss of hope for the future, and a lack of life goals, and as such are at risk of dropping out of school (Anderson, 2008). Based upon PTAA needs assessment, about 30% of students at each campus said they may drop out. PTAA- Mesquite had highest numbers in 7th grade whereas Greenville had highest numbers in 8th grade. Factors cited include: helping family, needing to make money, depression, family violence/chaotic home life/family problems, stress, needing to help with siblings, struggling with classes. Research confirms that there is no single reason students drop out, but rather a multitude of reasons, including lack of interesting classes, lack of academic rigor, personal reasons, such as having to get a job, failing in school or feeling unprepared in school, and doubting their ability to meet high school graduation requirements (Dilulio & Morison, 2006). PTAA's program is intended to address these common themes by providing academic, attendance, and engagement support for students who are considering dropping out by providing enhanced curriculum, tutoring, attendance goals, social activities, and mentoring and counseling.

The most critical components of the program are networks of caring relationships—or "webs of support". Research shows that the "quality of human relationships in schools and youth service programs are more influential than the specific techniques or interventions employed" (Zand et. al, 2009). Youth who are participants of after school programs frequently receive greater emotional and developmental support in after-school settings than they do in traditional school settings, and therefore more likely to want to remain in school. Therefore, PTAA's program is all about providing students with mentors and caring relationships/connections to adults to help guide them and teach them lagging social, emotional, and career awareness skills to be successful. When youth are paired with capable non-parental adults with qualities that match similar interests, the students benefit from receiving a pseudo-counseling service with someone who understands the students, their culture, and who also provides the link in viewing the student holistically. Another key component of PTAA's program is the emphasis on physical activity and enrichment sessions, overseen by student interest group volunteers and Parks and Recreation. Research shows that physical activity and opportunities to pursue hobbies not only produces higher academic success in students but also promotes the development of social skills. PTAA's program will provide tutorials and enhanced curricular activities as part of the academic enrichment component of its programs. The curricular activities will be based upon active learning ideals to ensure that students are engaged in the learning. The more the activities align with students interest and provide student voice, the more engaged students will be. Miller (2003) states that successful afterschool programs provide activities that enable students to gain knowledge and to practice knowledge learned in school, as well as opportunities to reflect, make decisions, and solve problems. Furthermore, all tutorials and curricular activities will be planned and overseen by credentialed instructors. Fashola (2002) research found that homework and tutoring programs that rely on untrained volunteers are not usually successful in increasing students' academic performance. Therefore, PTAA plans to offer the academic enrichment components to be delivered by credentialed staff using research based strategies, with support from the volunteers. Based upon this research, PTAA's proposed program will consist of a five component model designed to provide activities in the four areas of the ACE blueprint, thereby providing a foundation for improved student academic achievement and success in school. Activities will focus upon areas of need as identified in the community needs assessments. The proposed model will provide program activities centered around addressing the academic, social, emotional, college, and career development and well-being of students through the 1) provision of mentors to address college and career needs as well as social and emotional needs, 2) academic enrichment services 3) opportunities to participate in social interest groups/enrichment activities, 4) family education and engagement, and 5) student enrichment groups. PTAA developed this model as the best approach for its students based upon extensive research about best practices of afterschool programs, and best practices for academic achievement and success of high at-risk, educationally disadvantaged populations.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PTAA's proposed program will consist of a five component model designed to provide activities in the four areas of the ACE blueprint, thereby providing a foundation for improved student academic achievement and success in school. Activities will focus upon areas of need as identified in the community needs assessments. The proposed model will provide program activities centered around addressing the academic, social, emotional, college, and career development and well-being of students through the 1) provision of mentors to address college and career needs as well as social and emotional needs, 2) academic enrichment services 3) opportunities to participate in social interest groups/enrichment activities, 4) family education and engagement, and 5) student enrichment groups. PTAA will offer daily activities during the Fall and Spring semesters from 3:30 pm to 7:00pm Monday to Friday. PTAA will provide > 15 hours a week of youth programs during the school year, and 4 – 6 hours a week of adult programming. Summer activities will also be provided over a six-week period, during which students will meet for four or more hours a day for academic and enrichment activities and field trips similar to those outlined in this proposal. Each day will feature a minimum of three workshops daily. Workshop activities will last 45 – 75 minutes each and will range from academic enrichment tutorial services to student interest groups workshop, which are classes that will lead by parent and community volunteers to teach the student life skills or new hobbies. These interest groups will rotate on a 3 week schedule, providing students a chance to participate in many groups throughout the year.

Student academic assistance and enrichment will be provided as daily program workshops. As the school day ends, students continuing in afterschool activities will first receive a nutritional snack and have an opportunity to participate in a brief physical activity before engaging in the academic enrichment component. The academic enrichment activities are intended to provide a varied schedule of standards- aligned activities. On a regular basis, students will engage in tutorials and homework assistance provided by credentialed instructors, supplied by the host campus and through the partnership with Eastfield Community College and Richland Community College. A focus will be placed on tutoring students who are having difficulty meeting benchmarks in the cornerstone proficiencies of reading and math. On other days, licensed instructors will provide students with opportunities to further delve into the topics learned in school through engaging, active learning based PBLs based on student interests. These activities will be focused on student understanding and application of content in innovative problem solving methods. In addition, computer enrichment activities will support student achievement, focusing on learning software and individualized academic tutoring. Positive enrichment activities will facilitate improved academic achievement in the cornerstone areas and a positive connection to the school community. Student progress will be closely monitored. Other activities will include field trips to museums, presentations by cultural arts performing groups, guest speakers to broaden and enrich student experiences, and community service. Enrichment activities provided by the center are intended to provide students an outlet for creativity and innovation. Possible activities include cooking classes, creative Arts/dance/drama, music, outdoor physical activities, sports groups, STEM activities, and first aid/CPR. Several of the enrichment activities will incorporate prevention activities that reduce conflict, strengthen refusal skills, and build self-esteem. All afterschool components will integrate asset building activities that promote learning, positive values, social competencies, and positive identities; cooperative, and prevention education around areas of life skills, stress management and problem solving. A key component of PTAA's program is the creation and maintenance of a network of caring relationships or "webs of support" provided to each student to address their social, emotional, academic, and college/career developmental needs. Each student in the PTAA center will be paired with two adult mentors – 1) a local business and industry mentor to assist students with college and career goals, and 2) an adult volunteer to serve as a social and emotional support to the student. These mentors will be paired with the student based ideally upon the student's and mentors common interest. Family and parental support activities will be focused on financial literacy, adult education, fitness classes, and positive parenting resources. Parents also requested being able to attend workshops on financial aid and college process awareness. Adult classes will be offered in hourly increments over a range of subjects, including financial management, computer skills, parenting and ESL, which were determined based on a community interest survey distributed to parents, and the community needs assessment. Child care will be provided for parents who are attending adult education evening programs. Financial management classes will focus on helping participants track personal expenses and developing a monthly budget, money-saving strategies and paying off debt, (re)establishing a good credit record, balancing a checkbook, and other related topics. The youth and adult component of this program will take advantage of PTAA's technology lab, providing classes for students, parents and community members.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information about this program will be written in Spanish and English and published in newsletters, brochures, mailings to targeted zip codes, on the web site and campus social media pages. It will be broadcast on the radio in Spanish and English for those parents who may not be literate. Staff will contact every family who has a child enrolled and make them aware of the program and its intended benefits to students. In poor neighborhoods, word of mouth is the strongest way to get the news out; the PTO members at PTAA-Mesquite and Greenville will undertake block walks to let the community know the program is free and offers resources to help them. Fliers will be posted in public places, volunteers will hand out brochures at shopping centers, Centers of faith will be asked to let congregants know the program goals and location.

PTAA will publicize volunteer opportunities and student involvement to make parents aware of the after-school program. From inviting parents to watch group presentations to asking them to chaperone field trips, a direct call for volunteers is less daunting than a general statement about the importance of parental involvement. PTAA staff will create a list of different ideas for involvement that will draw parents in who may be hesitant to boldly presume their specific services are appreciated. Keeping options open to parents and communicating classroom needs will foster a comfortable relationship between the school and parents for maximum involvement.

Another way PTAA will get parents to come to school is to showcase what students are learning and accomplishing. Inviting parents to stroll through the halls to view their children's artwork on display, or asking them to sit in the audience for a PBL demonstration will guide parents proudly to students' successful efforts. To broaden the involvement process and build on the idea of community, the principal will meet and talk with parents, and students will write and send thank-you notes to the parents for attending.

Social media will also lean on technology: Twitter, FaceBook, Web Page, Parent Portal and local Internet calendars will detail offerings and program schedules.

PTAA will collect data as these strategies roll out to implement changes as necessary and to learn what works most effectively.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Given that both of the host sites are open enrollment campuses, having bus transportation would not be feasible as the students who attend are not zoned to PTAA by proximity of the school, as with an public ISD. Students may choose to attend the charter school from any location in the surrounding areas, with no limitation on distance or mileage. Parents drop off students in the morning before work and pick them up after school.

Therefore, the reasonable accommodation the school centers could make was to offer extended hours comparable and even beyond what other programs designed for working parents have. Most child care centers in the area are open until 6:30pm, at the latest before parents are charged for late pick up. PTAA understands that students who attend PTAA come from working families; parents often have 2-3 jobs. Some come from single-parent households and have younger siblings. PTAA is designing a program to be flexible to meet the needs of these families. Therefore, after-school hours will end at 7 pm ( 30 minutes later than typical programmatic timing in the area) to better accommodate parental schedules in being able to pick up children. The center will serve as a safe, supervised place for students to remain until parents are able to come. The late hours will better enable parents to pick up students after work.

Additionally, some parent learning activities will be scheduled for the evening and offer childcare to parents to encourage their participation from the parents before taking their children home for the night. For students whose parents are not able to pick them up from the center by 7pm, discussions have started for parents to arrange carpooling sessions with each other. The school does not endorse or encourage this method, and all arrangements are made between parents. The Parent Needs Assessment survey indicated the greatest barrier to attending the after-school program is work hours.

Family activities and field trips will be held on Saturdays and child care will be offered during program hours.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).  
**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PTAA has seven volunteers at each campus who have undergone fingerprinting and criminal background checks. These parents also serve as the Advisory Council for this grant. When PTAA opened in 2016, parent and community members gave time and resources to make the school successful. The seven volunteers at each campus assist in STEM fairs, Open Houses, fundraising, tutoring, mentoring and acting as chaperones. They set up tables and chairs, answer phones, help with seating, greet guests at the door, assist with technology, and clean up after events.

Prior to beginning volunteering with the program, volunteers will undergo extensive training related to student safety, program protocols, acceptable behaviors expected from volunteers, mandated reporting, and any other relevant information. Skill-specific volunteers will assist in the after school program in the interest group areas by sharing their expertise in cooking, photography, robotics, science, math, reading and life skills. Current volunteers will be asked to bring a buddy along: parents who are adept at web design, making tamales, solving equations, sewing, balancing a checkbook, will be recruited and vetted through the fingerprinting process to share their passion and skills with participants.

PTAA recognizes that volunteers, like paid staff, need to get help with problems and answers to their questions. They need to feel productive, do work that challenges them, and have an opportunity to grow. They also need to know they are valued for what they do. Volunteers will have scheduled regular meetings with site coordinator and family engagement specialist to address any concerns or questions as well as provide concerning updates on their mentees. The purpose of these meetings to create a strong network of supportive individuals who are working together seamlessly for the good of the students.

To have an effective volunteer program, PTAA has a defined volunteer program, with the role of volunteers in the organization; a volunteer training program for role specific duties; clear set of rules for volunteers and for staff working with volunteers and an annual dinner recognition program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PTAA has designed its program to be realistic in terms of the relationships and community partnerships it has made. PTAA will continue to act as a host site for community organizations that wish to continue to provide services in alignment with their mission and vision. Furthermore, PTAA will seek to leverage existing relationships to continue in-kind support, as well as new funding opportunities such as state and federal grants and private funding sources.

PTAA has a strong track record of successfully securing funds to support initiatives. The PTAA grants team will continuously research funding opportunities through a wide range of sources to grow and maintain the 21st CCLC program. We seek to secure funds through fundraising, grant writing and financial support campaigns to attract resources from individual, public and private businesses, foundation and grants from local, state, and federal resources so we may continue to serve the community.

The resources provided under this grant will assist PTAA in making and securing long-standing partnerships with strong community organizations that have complementary missions and visions to PTAA. PTAA will remain active in the community and will conduct frequent meetings with community partners to discuss progress towards obtaining additional funds to sustain the 21st CCLC program. Community partner representatives are valued as program stakeholders and therefore have a seat on the advisory council. PTAA will strive to continue this relationship to form an even stronger long standing partnership. Since all partner community organizations are local, PTAA does have the option of setting an arrangement with organizations to transport students to their facilities after the duration of the grant for some activities as well. If agreed upon, this activity will be completed by PTAA using set aside funds from its yearly budget. Additionally, CCLC funds will be use dot invest in capacity and technology that will outlive the grant cycle.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PTAA will coordinate existing federal, state, and local programs to provide the program of best support to the students. PTAA has relentlessly pursued several grants intended to meet the maximize its resources to best fit the needs of students during the school day through dual credit options, technology resources and infrastructure and supporting the student academic needs. Since opening in Fall 2016, PTAA has focused on establishing a strong project-based curriculum and workplace learning experiences, combined with a college-going culture. In PTAA's school day program, current students have the opportunity to each dual credit by two different venues: college credit by examination through Advanced Placement or Project Lead the Way courses or college credit by course completion through articulated agreements with UT- Arlington and Richland Community College. In addition to dual credit, PTAA also has currently existing MOUs with several business and industry partners (i.e. Sigma Surveillance, Inc., Harditech, and Kimley Horn) to allow students to participate in work based learning experiences including job shadowing hours and site fieldtrips. These opportunities culminate into a working model and plan for current PTAA students to complete high school with the opportunity to earn an associate's degree, industry recognized certification (through Richland community college certification programs), and over 150 hours of work based learning experiences with local business employers. While these benefits are certainly beneficial for students, students who first attend PTAA may struggle with meeting the rigorous demands set forth by the school's academic program, and therefore, may need additional supports in order to meet academic, college, and career readiness goals. PTAA will utilize the CCLC grant to maximize its ability to meet student, family, and community needs that may occur outside of the school day, but still impact the academic achievement of students within the school day. PTAA believes in viewing each child in a holistic manner, and understand that the reality is that students' performance in school is significantly impacted by family and community outside of school. Schools are tasked with the job of preparing students to be successful within several different arenas of life, which may have differing cultural values. In order for schools to better be able to convey subject matter in the classroom to all students, teachers must be able to acknowledge the cultural differences that may exist between the culture of the school, the culture of the teacher, and that of the home culture of students and parents (Delpit, 2006). This is the importance of the CCLC to PTAA mission and vision, and how it fits into the overall PTAA school structure. One such example concerns the provision of nutritional snacks and meals to students. Utilizing grant funds as well as funds from the National School Lunch Program, PTAA will provide a nutritional afterschool snack to participating students within the first 30 minutes of the program. However, given that the PTAA program will stay open until 7:00pm, PTAA will follow the best practice of many local daycares and afterschool programs that stay open to a comparable time, to provide a full meal to students who stay beyond 6:00pm. These meals will be provided by the Afterschool Meal Program, which allows schools to provide a free meal and/or a snack to kids involved in afterschool enrichment programs like tutoring, music, and sports. CCLC grant funds will not be used for this purpose. To qualify for this program, schools must offer at least one enrichment activity open to all students (e. g. homework help, robotics, music, or sports), are located in a school attendance area where at least 50 percent of children qualify for free or reduced lunch, the identified student percentage (ISP) for the individual school multiplied by 1.6 is at least 50 percent (for CEP schools). The benefits of adding such a program include: afterschool meals contribute to the healthy growth and development of low-income children by providing them with nutritious snacks and meals when school is out so they are better able to learn during the school day. Reimbursable meals and snacks must meet federal nutrition standards School-aged children have higher daily intake of fruits, vegetables, milk, and key nutrients, such as calcium, vitamin A, and folate days they eat afterschool meals, compared to days they do not. Children of mothers working nontraditional hours are at greater risk for being overweight and obese, which suggests the importance of providing nutritional afterschool snacks and meals to children, especially those from working families. The meals served through the Afterschool Meal Program in coordination with the program activities and nutritional snacks provided through the CCLC grant draw children to these activities.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>																						
	Pioneer Technology & Arts Academy - Mesquite 3200 Oates Dr Mesquite, TX 75150		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input type="checkbox"/> 12																						
	9-digit campus ID number:	057850001																									
	Cost per student	\$1000																									
	"Regular" student target (to be served 45 days or more annually):	280	Parent/legal guardian target (in proportion with student target):		70																						
		Feeder school #1	Feeder school #2	Feeder school #3																							
	Campus name																										
	9-digit campus ID number																										
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>																						
	Pioneer Technology & Arts Academy - Greenville 300 Aerobic Ln Greenville, TX 75402		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input type="checkbox"/> 12																						
	9-digit campus ID number:	057850002																									
	Cost per student	\$1000																									
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30																						
		Feeder school #1	Feeder school #2	Feeder school #3																							
	Campus name																										
	9-digit campus ID number																										
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>																						
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12																						
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	Cost per student	\$																									
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		Feeder school #1	Feeder school #2	Feeder school #3																							
	Campus name																										
	9-digit campus ID number																										
<table border="1"> <tr> <td colspan="7"><b>For TEA Use Only</b></td> </tr> <tr> <td colspan="4">Changes on this page have been confirmed with:</td> <td colspan="3">On this date:</td> </tr> <tr> <td colspan="4">Via telephone/fax/email (circle as appropriate)</td> <td colspan="3">By TEA staff person:</td> </tr> </table>							<b>For TEA Use Only</b>							Changes on this page have been confirmed with:				On this date:			Via telephone/fax/email (circle as appropriate)				By TEA staff person:		
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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
	Estimated transportation time					
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
	Estimated transportation time					
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
	Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
	<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	<b>Campus name</b>					
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
	<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	<b>Campus name</b>					
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
	<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	<b>Campus name</b>					
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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County-district number or vendor ID: 057850

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<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			
	<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>			
<b>Campus name:</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PTAA strategically chose each proposed center location not only due to the results of our Needs Assessment but also due to the resources, standard of facilities and the proximity of the students, families and neighboring residents that we serve. Each center hosts clean working restrooms, cafeterias, basketball courts, and grassy field areas for sports and recreation activities. Additionally, libraries and technology resource labs are opened to all students and families that attend the school. Because PTAA has fostered meaningful partnerships, most partners allow PTAA's program to use other areas to assist with the academic enrichment offerings hosted by the Certified Teachers.

Both schools host a single point of entry. The PTAA's internal safety protocols ensure that ID check points are hosted, only authorized adults and legal guardians are able to collect students, and students are closely monitored through the process of ongoing head counts. Lead program staff ensure that fields and recreational areas (opened or community shared areas) are perused and inspected for objects or hazardous materials prior to students being allowed to play. A 1:15 ratio is strictly enforced, so that staff can provide personalized, safe, small group learning environment to better assist students with developing new skills.

PTAA staff also checks all outdoor equipment and bathrooms prior to use. Parents are also notified daily if any behavioral problems were addressed with the child. When a child is picked-up, PTAA staff check the identification of the person signing out the child and check the registration form to confirm that they are authorized to pick-up the child, in the event the person is not authorized, PTAA staff will immediately notify the child's parent or guardian.

Educational Field Trips are offered during the after-school program, and during the 6-week summer program. CDL licensed drivers and volunteer parent chaperones who have been fingerprinted and passed background checks travel with students on the school bus. Parent permission slips are required for every student who participates in a field trip. Each center has at least one staff member certified in First Aid and CPR.

PTAA CCLC program management will be more democratic in nature. Program management staff will regularly meet with various stakeholders, such as the advisory council, mentors, volunteers, school staff, and community partners to assess the current state of the program and discuss new and exciting strategies to meet established goals. The budget has been established to contract services from partner organizations to provide academic assistance, enrichment opportunities, college and family engagement session to assist students and their families with better longstanding academic success within school. The premise of the CCLC will be establish a community focused data driven culture of continuous improvement. Staff will regularly meet to review data and issues as they arise. Those issues will be subject to a root cause analysis and then all stakeholders will devise strategies intended to address the underlying root causes. Program staff will regularly meet with volunteers to keep track of data regarding individual students. Each student will be viewed holistically, taking into account school performance, interests, family dynamics, current unsolved problems. The general approach for issues will be the CPS Model, created by Dr. Ross Greene, which is a collaborative approach to addressing students' needs by identifying the lagging skills and unsolved problems that may serve as triggers for students. While this model is specifically for behavioral issues, it can be extended to any students who may be experiencing a challenge.

With respect to budget, PTAA will allocate funds as specified in the budget proposal to best support the needs of the students at each center. PTAA anticipates that the majority of the student level budget will be allocated to Mesquite since it will serve the larger number of students and working families.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057850

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PTAA program director will conduct regular systemic review of the program to ensure continued effectiveness and sustainability. Summative programs evaluations will be performed annually by an outside qualified evaluator with appropriate expertise and experience conducting evaluations of education or afterschool programs. The evaluator will be responsible for evaluating the performance of the program with respect its specified state and local goals, indicated in this proposal. Ideally, programmatic evaluation will be two-fold. In the first phase, the centers, under the guidance of the site director, will use the ACE blueprint to evaluate themselves with respect to the components outlined by the program as well as specified goals. The program director then will also complete a self-evaluation of the overall program with respect to the state and local goals. These self-evaluations will be sent to the chosen independent evaluator for review prior to a site visit. During the site visit, the independent evaluator ( which may be an individual or a team of Individuals) will evaluate the program based upon evidence gathered from several sources, 1)focus group interviews of staff, parents, and students 2) observations of program activities, and 3) any available data, including survey results, logged hours, program participation, attendance logs, etc. Utilizing these results, the independent evaluator will produce a formal report or review that will address program strengths and areas of opportunity for growth.

The center will engage in practices consistent with the philosophy of continuous improvement. Park et. al ( 2013) defines quality school improvement as the " disciplined use of evidence based quantitative and qualitative methods to improve the effectiveness, efficiency, equity, timeliness, or safety of service delivery processes or systems" (p. 4). PTAA seeks to establish a culture of continuous improvement through a community- focused approach, which is an outwards-in approach that utilizes the large investment and similar goals from business, colleges schools, community centers, etc. to effect change. Using the data produced by the independent evaluation as well as data collected from numerous sources: student (attendance records, academic records, health, discipline, social and emotional indicators), site reports to the program director, surveys (staff, students, parents), program stakeholders will meet to strategize improvements to program operations and quality.

Regular formative meetings to review data and adjust strategies will continue throughout the year, under the leadership of the program director, site coordinators, and family engagement specialist. Feedback and continuous improvement of the proposed PTAA CCLC will be monitored by the Program Director, Center coordinators, and Family Engagement Specialists (in conjunction with school staff and advisory council) through active, regular review of student performance data and ongoing participation. This team of individuals will meet regularly to review student-level data; develop and refine the program's strategies as needed. In doing so, PTAA will take a more proactive approach to addressing program needs and implementing timely interventions to better build a sustainable program.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 057850		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

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By TEA staff person:

**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 057850

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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